



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5831 E. McLellan Rd., Mesa, AZ 85205

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Frederica Buffmire
Schedule : 7:45 AM to 3:45 PM
Grades : Pre-K-6
2004 Enrollment : 750
Web Address : www.mpsaz.org/mendoza/
Phone Number : (480) 472-2000
Fax Number : (480) 472-1999
E-mail : fbuffmir@mpsaz.org

Mission

Mendoza wants to provide students with opportunities to reach their potential and to prepare them for success in life.

We offer a wide variety of education styles, learning settings and resources to meet their needs.

The Mendoza staff is dedicated to fostering a love for learning by offering solid academic guidance and challenging classroom settings.

We are committed to creating an educational environment that is a respectful joint venture among our staff, learners, and home.

School / Academic Goals

- ü Decrease the number of students whose test scores fall in the lowest quartile. Address skills that children have not mastered. Give students a variety of test format experiences using grade-level subject matter.
- ü Integrate content, build on prior knowledge. Connect learning to life wherever possible. Utilize what we know about learning and the brain. Teach for understanding.
- ü Meet the achievement goals set by each grade level in reading, writing and math that are commensurate with district expectations based on prior test scores.
- ü Assimilate two new programs (K-1 Montessori and Special Education/ED) into our school community. Inform families and staff about these new resources and their goals.

Enrollment

October 1, 2003 School Year Student Enrollment : 827
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 130

Instructional Programs

- ü Reading Lab
- ü Renaissance Reading
- ü Computer Lab Instruction
- ü Pre-Kindergarten/Young Kindergarten
- ü Growing Up Successfully
- ü Primary Early Intervention
- ü After School Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Mendoza strives to educate each child to his/her fullest potential in a rapidly changing society. Mendoza encourages regular home school communication and welcomes parents in a wide variety of activities and services.

Parents

We ask parents to work with staff to improve achievement. Parents help when they read with children, limit TV; have a time/place for homework, ensure regular, on time attendance, and reinforce school efforts to ensure safe, positive student behavior.

Transportation Policy

Students who live more than one mile from their assigned school have bus service. Open enrollment students are not bused. Students in some district programs and some special education students may have bus services. Walkers and bicycle riders must observe local laws and safe behavior.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü District Writing Awards	2004
ü Battle of the Books District Finalists	2004
ü Named daVinci Robot System at Mesa General Hospital	2003
ü Donated \$7000+ to Phoenix Children's Hospital	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	5651	75509	100	98	100	535	532	521	7	9	13	19	19	23	38	33	33	36	39	31
All Students (Prior Year)	99	5599	75372	99	98	100	533	536	523	4	5	9	23	18	25	38	38	36	35	39	30
Female	50	2784	37013	100	98	100	532	534	522	4	9	12	22	19	24	37	34	33	37	39	31
Male	65	2859	38430	98	98	99	538	531	521	8	10	14	16	19	22	39	32	33	36	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	15	1862	30486	100	99	99	518	515	505	7	13	18	50	25	29	21	35	32	21	27	21
Asian/Pacific Islander	--	132	1780	--	100	98	--	534	549	--	10	5	--	13	13	--	39	33	--	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	97	3216	35192	100	98	99	538	544	534	7	6	8	14	15	19	40	32	35	39	46	39
Students with Disabilities	12	599	9708	100	100	100	479	484	489	60	35	32	0	28	27	0	21	24	40	15	17
Students without Disabilities	103	5052	65801	100	98	98	538	537	525	4	7	11	20	18	23	40	34	34	36	41	33
Limited English Proficient Students	NC	1053	16928	NC	100	100	NC	506	485	NC	17	29	NC	27	33	NC	33	26	NC	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	39	2909	36411				521	514	503	9	14	19	22	24	29	41	34	32	28	27	20
Non-Economically Disadvantaged	76	2742	39040				542	550	534	5	5	8	17	14	19	37	32	34	40	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	5641	75492	100	98	100	522	522	519	5	11	12	21	14	16	49	48	47	26	27	24
All Students (Prior Year)	96	5584	75221	96	98	100	523	528	523	6	5	8	14	12	16	60	59	56	19	23	21
Female	50	2785	37014	100	98	100	523	526	523	2	9	10	21	13	15	49	49	48	28	29	27
Male	65	2850	38400	98	98	99	522	518	516	7	13	14	20	16	17	48	48	47	25	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	15	1851	30438	100	98	99	502	509	508	7	17	17	43	20	21	43	49	47	7	14	15
Asian/Pacific Islander	--	134	1773	--	100	98	--	528	534	--	6	4	--	11	10	--	55	50	--	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	97	3215	35177	100	98	99	526	530	528	4	7	8	15	11	13	51	48	49	30	34	31
Students with Disabilities	12	589	9707	100	98	100	487	487	495	40	43	33	40	18	21	0	30	33	20	9	13
Students without Disabilities	103	5052	65785	100	98	98	524	525	522	3	7	10	20	14	16	51	50	49	26	28	26
Limited English Proficient Students	NC	1047	16905	NC	100	100	NC	499	489	NC	25	34	NC	24	28	NC	40	32	NC	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	39	2904	36302				514	510	507	9	16	18	26	19	21	44	49	46	21	15	14
Non-Economically Disadvantaged	76	2737	39164				526	534	528	3	5	8	18	10	13	51	48	48	29	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	5611	75053	100	98	99	591	578	597	13	10	7	9	14	12	70	68	72	8	7	9
All Students (Prior Year)	97	5503	73654	97	97	99	521	530	530	5	7	9	22	12	13	71	77	70	2	5	7
Female	50	2774	36872	100	98	99	610	604	621	7	6	5	7	11	9	78	73	74	9	10	12
Male	65	2831	38109	98	97	99	577	552	573	19	14	10	10	17	14	64	64	69	7	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	15	1847	30235	100	98	98	528	541	575	36	14	9	0	17	14	64	66	70	0	2	6
Asian/Pacific Islander	--	134	1768	--	100	98	--	605	651	--	8	3	--	11	5	--	69	72	--	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	97	3193	35028	100	97	99	604	599	613	9	8	6	9	12	10	73	70	73	9	10	11
Students with Disabilities	12	588	9625	100	98	100	482	489	530	67	33	21	0	23	21	33	42	55	0	2	4
Students without Disabilities	103	5023	65428	100	98	98	595	587	604	12	8	6	9	13	11	72	71	73	8	8	10
Limited English Proficient Students	NC	1044	16765	NC	100	100	NC	524	525	NC	16	17	NC	20	20	NC	63	60	NC	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	39	2890	36077				548	542	566	27	14	10	15	17	16	55	65	69	3	3	5
Non-Economically Disadvantaged	76	2721	38950				611	613	618	7	6	5	6	11	9	78	71	73	10	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	5809	76019	98	99	100	527	514	499	6	9	14	31	34	39	13	13	14	50	44	33
All Students (Prior Year)	135	5726	76230	95	98	100	527	517	498	4	6	12	23	31	38	15	13	12	58	50	37
Female	62	2821	37207	97	99	100	519	514	499	6	8	12	34	35	41	13	13	14	47	44	33
Male	65	2979	38677	98	99	100	534	515	498	5	11	15	29	32	38	14	13	13	53	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	21	1790	29458	100	99	100	504	490	480	11	15	20	58	48	48	5	11	12	26	26	20
Asian/Pacific Islander	--	137	1673	--	100	99	--	533	531	--	5	4	--	31	29	--	12	14	--	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	103	3386	35880	94	98	100	532	529	515	5	5	7	26	26	32	15	14	16	54	55	45
Students with Disabilities	10	619	9786	100	100	100	436	460	457	80	40	39	20	39	40	0	7	7	0	14	13
Students without Disabilities	117	5190	66233	98	98	99	531	519	503	3	6	11	32	33	39	14	14	14	52	47	35
Limited English Proficient Students	NC	972	15206	NC	100	100	NC	477	459	NC	20	31	NC	53	53	NC	10	7	NC	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	31	2753	35714				502	493	480	11	15	20	43	44	47	14	12	12	32	29	20
Non-Economically Disadvantaged	96	3056	40266				534	531	513	4	5	9	28	25	33	13	14	15	55	56	43

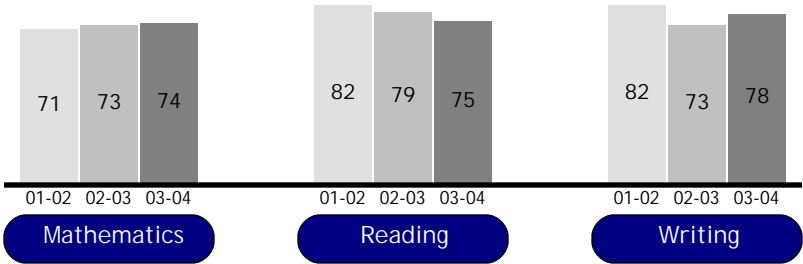
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	5803	76020	98	99	100	513	507	503	16	20	25	19	22	23	43	43	40	22	16	12
All Students (Prior Year)	137	5721	76202	96	98	100	508	510	505	10	11	19	22	21	24	57	53	46	10	14	11
Female	62	2820	37213	97	99	100	515	508	504	16	17	22	19	21	23	39	46	42	26	16	13
Male	65	2973	38666	98	99	100	512	505	501	15	22	29	19	22	22	47	41	38	19	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	21	1784	29442	100	99	99	499	496	494	21	33	37	26	26	26	42	34	31	11	7	6
Asian/Pacific Islander	--	137	1672	--	100	99	--	518	513	--	9	12	--	20	19	--	50	49	--	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	103	3386	35890	94	98	100	517	513	511	14	12	15	18	19	20	43	48	48	25	21	18
Students with Disabilities	10	617	9784	100	100	100	476	487	485	80	57	58	20	18	19	0	19	19	0	6	4
Students without Disabilities	117	5186	66236	98	98	99	515	509	504	13	16	23	19	22	23	45	45	42	23	17	13
Limited English Proficient Students	NC	967	15198	NC	100	100	NC	490	483	NC	43	59	NC	28	25	NC	25	14	NC	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	31	2745	35703				494	497	494	32	31	37	25	26	26	39	36	31	4	8	6
Non-Economically Disadvantaged	96	3058	40274				519	514	509	11	11	17	17	18	20	44	49	47	28	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	5771	75673	97	98	100	561	530	530	8	15	12	25	25	25	58	56	58	9	5	4
All Students (Prior Year)	134	5622	74692	94	96	99	518	510	502	8	12	18	20	26	27	63	53	47	9	9	8
Female	62	2805	37099	97	98	100	581	549	548	2	10	8	21	22	22	68	62	64	10	6	6
Male	64	2956	38441	97	98	99	540	511	513	14	19	16	29	27	29	48	50	52	9	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	21	1776	29305	100	99	99	521	495	507	11	21	16	37	33	31	53	44	51	0	2	2
Asian/Pacific Islander	--	135	1665	--	100	99	--	561	573	--	7	6	--	16	16	--	68	67	--	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	102	3366	35760	94	98	99	568	549	550	7	11	9	23	20	21	59	62	64	11	7	6
Students with Disabilities	10	605	9706	100	100	100	442	444	462	40	48	36	40	24	32	20	25	31	0	2	1
Students without Disabilities	116	5166	65967	97	98	99	566	537	536	6	12	10	24	25	25	60	59	60	10	5	5
Limited English Proficient Students	NC	961	15115	NC	100	100	NC	475	471	NC	28	26	NC	38	38	NC	34	35	NC	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	30	2731	35541				539	500	504	4	20	17	33	31	31	59	47	50	4	2	2
Non-Economically Disadvantaged	96	3040	40091				568	553	550	9	10	9	23	19	21	58	63	64	11	7	6

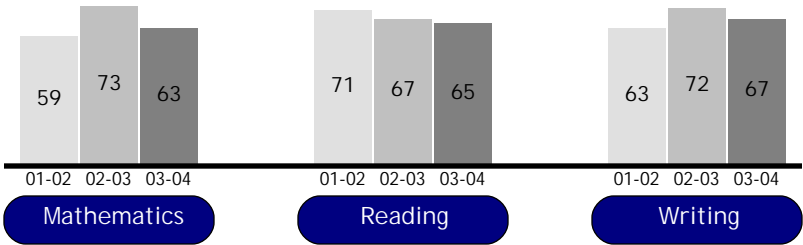
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	55	51	44	98	74	61	50	91	73	NA	58
	Language	95	49	42	39	98	62	49	43	94	65	53	50
	Mathematics	96	71	57	52	96	82	67	57	97	80	71	64
3	Reading	96	54	50	43	98	56	57	47	95	60	NA	55
	Language	93	60	53	50	97	60	61	54	97	61	63	61
	Mathematics	97	54	55	50	98	64	64	54	93	68	66	61
4	Reading	100	59	51	47	99	73	62	52	100	66	NA	56
	Language	100	46	47	45	98	63	54	48	100	58	55	52
	Mathematics	100	62	59	52	99	80	68	57	100	71	68	61
5	Reading	100	58	51	46	98	67	59	50	98	71	NA	55
	Language	100	50	45	43	99	59	53	46	96	66	55	49
	Mathematics	100	64	63	54	98	77	68	57	95	79	71	63
6	Reading	99	63	56	49	99	71	62	53	100	68	NA	56
	Language	99	49	47	42	98	63	53	45	100	61	55	48
	Mathematics	99	76	71	58	98	84	75	62	100	81	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Address Attendance Concerns
- Ü Recommend Resources and Activities
- Ü Recommend Facilities Improvements
- Ü Approve Trips/Use of Tax Credit Dollars
- Ü Monitor Test Data
- Ü Monitor School Safety/Crisis Plans

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	53.00
Other Professional Staff	1.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	6	2	0	0
7 to 9 years	3	3	0	0
10 or more years	30	23	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	47
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Outdoor Life Lab/Garden/Performance Area
- Ü Computer Lab/Reading Lab/Media Center
- Ü Montessori Classrooms K and 1
- Ü Intervention Classrooms K and 1

Extracurricular Activities

- Ü Student Council
- Ü Recreational Activities
- Ü Battle of the Books
- Ü Chorus/Band/Orchestra
- Ü Garden Club
- Ü Chess Club
- Ü Student Recognition
- Ü Recycling

Social Services

- Ü Free/Reduced Lunch Program
- Ü Before/After School Care Program
- Ü Health/Counseling Services
- Ü District Behavior Program (GUS)
- Ü Program for Emotionally Disturbed
- Ü Program for Mild Mental Handicaps
- Ü K-1 Montessori

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Mendoza has a reading support program. One classroom in grades one and two are designed to prevent early school failure. Our goal is to promote on-grade level reading achievement. Three-hundred-and-one dollars were used for our reading program.
- ü Mendoza hosts four programs that add to campus resources. K-1 Montessori opens 04-05. The district behavior program, Growing Up Successfully, classes for mild mental retardation and emotionally disabled now serve qualified children from grades K-6.
- ü In order to help students who read below grade level, \$301 are used in a reading lab. Comprehension, vocabulary, fluency and word attack skills supplement instruction in the regular classroom. Ninety percent of those served gained one year's growth.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	5	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	2	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	45	39
Grades 3-4	78	76
Grades 4-5	67	67
Grades 5-6	79	84

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Traffic patterns and student drop off are reviewed annually. Emergency/evacuation procedures are in place. Students practice regularly in the event an incident requires them to remain in classrooms or to evacuate. Counselor meets with individuals, groups and classrooms to present lessons that teach about bully prevention, harassment, conflict resolution and anger management. Principal works actively on student discipline and campus host specialized resources. SRO available at Junior High.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

30

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Frederica Buffmire	(480) 472-1952
Transportation Policy	Joe O'Reilly	(480) 472-7201
Community Resources	Gary Ingle	(480) 472-1957
School Nutrition Programs	Wardaine Taylor	(480) 472-1964
Parent Organization	Tracy Ryan	(480) 472-1958
Student Health/Nurse	Trisha Russell	(480) 472-1955

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.